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ABSTRACT

Review of documents, formal and informal interviews, questionnaires, and observations of participants interacting with space, furniture, equipment, and materials were the main methods used to assess the correspondence between the objectives of this training cycle and its accomplishments. The participants included primarily teacher trainees and the training staff, administrators, pupils, and visitors. The cycle was conducted during the regular school year, during which time the teachers were trained in the skills necessary to the open plan classroom and the participants moved into the open space facility. Systematic followup consultation was provided in an ongoing training series. All the evidence points to the training objectives having been achieved. Recommendations to continue most of the practices and to modify some are provided. (Author/MLF)

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Public Schools of the District of Columbia

TRAINING CENTER FOR OPEN-SPACE SCHOOLS

ESEA TITLE III EVALUATION
FINAL REPORT

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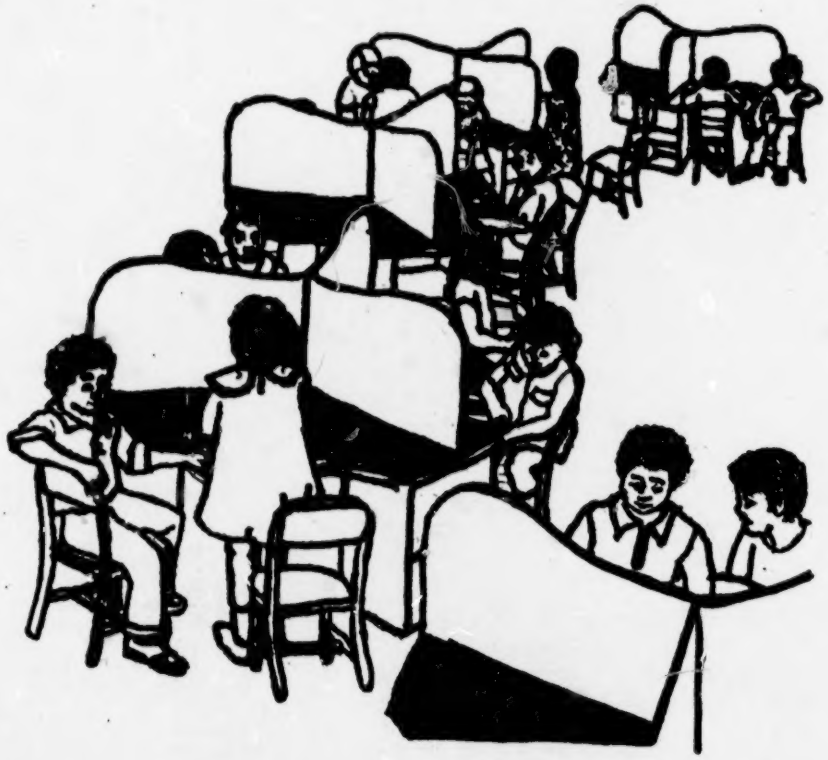

EA 005 701

Office of Planning, Research and Evaluation
Division of Research and Evaluation
August, 1973

ED 084711

Final Evaluation Report

ESEA Title III Project

Cycle V

The Training Center for Open-Space Schools

at the

Carver Elementary School

October 30 - December 12, 1972

Prepared by: Leopold O. Walder, Ph.D.

Cycle V Carver Open Space

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Abstract

An outside evaluation of Cycle V of the training Center for Open Space Schools at Carver Elementary School (October 30, 1972 through December 12, 1972) was conducted. Review of documents, formal and informal interviews, questionnaires, and direct observations were the main methods used to assess the correspondence between the objectives of the training cycle and its accomplishments. All the evidence pointed to the objectives having been achieved. Recommendations to continue most of the practices and to modify some are provided in this final evaluation report.

Purpose

To provide to the Assistant Superintendent for Research and Evaluation of the D.C. Public Schools an evaluation of "Cycle V (from October 30, 1972 to December 12, 1972): the training center for open-space schools at Carver Elementary School of the D.C. Public Schools." One central issue of this evaluation is the question: Did Training Cycle V accomplish what the staff set out to accomplish? A second central issue of this evaluation is the question: Are there trends to open-space training in the D.C. Public Schools? A third methodological issue is: Is the evaluation of open-space training growing as we have experience with more training cycles, that is, is evaluation growing as open-space itself grows?

Background

This training Cycle V at Carver Elementary School was built upon the four preceding training cycles. It used as trainers D.C. Public Schools personnel who had been trainees in previous cycles. Cycle V, like preceding training cycles, continued the trend of an increasing number of D.C. Public Schools personnel being on the staff of the open space training program. It was like the two training cycles which were conducted during the school year in that it occurred while the teacher trainees had ongoing responsibilities to their full complement of students. Starting on October 30, 1972, the training continued well beyond the formal end of the training cycle.

Unlike the preceding four cycles, the teachers had little or no choice about their participation in this training cycle. They were all selected for open-space training in Cycle V by virtue of their being on the teaching staff of Carver. The teachers were to be moved from self-contained classrooms to open-space and for this move they had to have open space training. A further difference was that the principal, being responsible for two schools, participated less than she would have wanted in the Open-Space training.

The program was developed when the principal of Carver requested training for open-space teachers. Training Center for Open Space Schools (TCOSS) administrators met with the principal to structure the program. All teacher trainers had volunteered to participate after they had been informed of this opportunity.

In my report for Cycle IV, I made three statements. They were:

1. "A realistic training program is preferrable. Setting up and operating an open space education program with real students in a realistic setting seems to be what the teacher trainees prefer, and what seems to lead to sound educational practice after the training period is over.

2. "Teacher trainers with real experience are important. Teacher trainees seem to appreciate and profit from being trained by teacher trainers who themselves have had realistic experience setting up and operating an open-space education program.

3. "Administrative support (e.g., from the principal) not only boosts the morale of the training cycle participants during the training cycle itself but also seems to give to the program a type of welcome to the school which leads to a better open-space educational program after the end of the training cycle." (P. VI-7)

We should ask if these statements are still true.

Evaluation Methods

Several types of methods were used: (1) documents were read; (2) some of the participants were questioned by means of formal and informal individual interview and some by means of group-administered paper-and-pencil questionnaire; and (3) observations were made of participants interacting with space, furniture, equipment, materials and each other.

Participants included primarily teacher trainees and training staff. Other important participants were administrators, children (students), and visitors.

Evaluation Design

The design included the development of hypotheses to be tested, the selection of the variables to be measured, determining the quality of measurement, locating the sources of relevant data, processing of these data to obtain findings, and presenting the findings, conclusions, and recommendations relevant to the evaluation, to the training cycle, and to open space education.

The basis for the development of the hypotheses to be tested and the selection of variables to be measured came from several sources. One major source was the Program Description of Cycle V provided to this evaluator by D.C. Public School. This Program Description is appended as Attachment No. 1. Throughout this Program Description and especially in the Objectives section were clues as to what hypotheses should be tested and therefore what variables should be selected. Another major source of hypotheses to be tested and of related variables to be measured came from discussions with the Supervising Director of TCOSS and the Educational Research and Planning Associate of TCOSS. Other sources of hypotheses and variables came from suggestions available to the evaluator from his readings about, discussions concerning, and observations of open space programs.

The first three hypotheses to be tested are paraphrases of the three primary objectives in the Program Description of Cycle V. They are:

1. In the course of Cycle V teacher trainees and administrators will be changed in their knowledge of concepts of teaching and learning which are supported by an open space setting.

2. In the course of Cycle V teacher trainees will be provided with practice in the skills necessary to respond to a full range of group and individual student needs.

3. In the course of Cycle V teacher trainees will plan and practice procedures for operating an effective open-space program.

The remaining hypothesis is that the program will, in essence, correspond to the Program Description which was written before the start of the program. This corresponderce between plan and action has to be assessed with some anticipation of "slippage" since the plan was written without the help of all the participants; and a dictum of open space education is that all participants will have some input into the program of which they are a part. With this proviso the last hypothesis is as follows:

4. Cycle V will, in essence, correspond to the Program Description and Program Schedule which are appended as Attachments Number 1 and Number 2.

The variables to be assessed were:

1. Changes in the teacher trainees in knowledge of concepts of teaching and learning which are supported by an open space setting,

2. Provision to the teacher trainees of practice in the skills necessary to respond to a full range of group and individual students needs,

3. The teacher trainees planning and practicing procedures for operating an effective open space program, and

4. Everyone participating in planning the open-space education program and adjusting elements of the training with respect to:

a) skills training (diagnosing, prescribing, developing curriculum, etc.),
b) grouping, and
c) scheduling

These variables were assessed by reading documents made available to the evaluator, by questioning participants in individual interview and in group-administered paper-and-pencil questionnaire, and by observing participants in their dealing with the physical space, furniture, equipment, materials, and other participants. The participants who are most central to the evaluation of this training program are the teachers being trained in this cycle. These are here referred to as teacher trainees. They may be "mother of a family" or a teacher aide. Another group of important but less central participants is the training staff. The training staff is made up of teacher trainers, coordinators, specialty teachers, etc. A third group of great general importance is even less central to this study. This group is the children for whom the total educational program and special training programs such as Cycle V are built. They serve as one (but only one) index to the quality of the training cycle. A fourth group is made up of administrators, especially the principal of the school.

Findings

Cycle V was conducted during the regular school year. During this time the teachers were trained and the participants moved into the Open-Space facility.

As the training program proceeded, the involvement of the trainees started with a complete week of didactic training (five full days of didactic training in Week 1, which ran from Monday, October 30, 1972, through Friday, November 3, 1972. In Week 2, two full days were devoted to didactic training in scheduling.

In Weeks 3 through 7 one full day a week was spent in didactic training. (The teacher trainees were with their students the other four days of the week.) The schedule for these five weeks was as follows:

Week 3	Tuesday, November 14	AM:	Record Keeping
		PM:	Reporting to Parents
Week 4	Tuesday, November 21	AM:	Behavior Management
		PM:	Behavior Management
Week 5	Wednesday, November 29	AM:	Field Trip to Northfield Elementary School
		PM:	Discussion of Field Trip
Week 6	Thursday, December 7	AM:	Learning stations
		PM:	Learning stations
Week 7	Tuesday, December 12	AM:	Educational media
			Educational media

After Week 7 a "phasing-in" (moving in) process began for the upstairs (intermediate levels) groups. Neither of the two Open-Space facilities was ready at Carver at the outset in September 1972. Teachers and students moved into the Open-Space facility when the teachers, the students, and the facility were judged to be ready. The whole group of teachers had decided to move the older classes first. Since the teachers and their students in a grade 6 class and in a grade 5 and 6 class had wanted to move in before Christmas, these two classes moved to the upstairs Open-Space facility on December 18, 1972. On January 8, 1973 two more teachers moved into the Open-Space facility. Finally, on January 10, 1973, two more teachers moved in. This completed the move to the upstairs facility.

The Downstairs groups of four (lower level) classes moved in at two times: Three classes moved in September 1972 and the fourth moved in January 10, 1973. The first task of the three classes downstairs was to share the space. This was the first big change. Their task was the most difficult perhaps because they were doing and learning and building a new program all at the same time. In this respect the reader is referred to the recommendations section below in which it is recommended that the teacher aides be made available during these transition periods.

The first team meeting was held on Tuesday, January 16, 1973, without the children, but with the TCOSS supervisors and the trainer resource teacher. This has become the regular Tuesday afternoon planning time for Open-Space at Carver. Thus starting with training Week 8 (January 16, 1973) a weekly Tuesday afternoon time was used for further training. Examples of topics included were:

1. Training Center Evaluation
2. Scheduling
   a. Math and Reading
   b. Special Teachers
   c. Family Schedules
3. Centers
   a. Reading and Math
   b. Training children
4. Reports to parents
   The regular Friday reports
5. Scheduling
   a. Science Teacher
   b. Library Teacher

The various training sessions were well attended with lots of participation. The teacher trainees and the principal were enthusiastic. The training staff was supportive, informative, and nonpunishing. In addition, the trainer resource teacher acted as a materials assembler and builder and as a model.

From the above description of the training and moving in schedule it is clear that Training Cycle V extended beyond the December 12, 1972 "end" of the training cycle. There was a planned, ongoing training series into the following semester which provided systematic follow-up consultation.

Every time a visit was made we found that the Open-Space program at Carver was a developing system, no matter whether we conducted an observation and examined the materials which were in development or which were in use. When we arrived on January 19, 1973, the furniture was in, learning tasks were being built, learning stations were being set up, learning centers were being organized. (These similar to those which have been described in detail in my previous evaluation reports.) Scheduling was somewhat stable since scheduling had been a high priority part of the program to be developed first. The teacher trainers had taught scheduling as early as November 7, 1972, i.e., in the second training week.

Presented here is a sample schedule for a week for the intermediate level (upstairs) Open-Space facility.

Week of February 5, 1973	Teacher #1 MTWTF	Teacher #2 MTWTF	Teacher #3 MTWTF	Teacher #4 MTWTF	Teacher #6 MTWTF	Teacher #5 MTWTF
9:00 - 9:15	Opening	Opening	Opening	Opening	Opening	Opening
9:20 - 11:50	Math	Reading	Math	Reading	Math	Reading
11:50 - 12:00	Families	Families	Families	Families	Families	Families
12:00 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 2:00	Social Studies	(Unspecified)	Science	Social Studies	(Unspecified)	Science
2:00 - 3:00	Creativity	Creativity	Creativity	Creativity	Creativity	Creativity

Table 1. A sample weekly schedule for the intermediate level (for training week 11)

The in-house capability was in evidence in the Carver program: the teacher trainers had themselves been taught in earlier Open-Space training cycles; and these teacher trainers, while acting as trainers of the teacher trainees in the techniques of open space education, were at the same time also teachers with their own classrooms of students. The teacher trainees liked the use of other teachers as trainers. In addition to teacher trainers TCOSS personnel were there as supervisors and resource people.

There was to have been early in the training program a detailed diagnosis of each child's educational level. Since these students were well known in the school, most of them having been in the same school the year before, this aspect of the program was not carried out. The Open-Space program needs a ready-made diagnostic system for students so that this would be an easy task.

The questionnaire (see attachment No. 3) was administered on February 23, 1973 to the ten teacher trainees. This questionnaire had been built on the basis of experience not only with an earlier version in previous training cycles but also with a similar face to face interview with some of the participants in this training cycle. The group's responses to this questionnaire are included in the attached questionnaire. These responses are now discussed.

Questions 1 and 2 ask about grade level assignments of each of the teacher trainees "before Fall 1972" (question number 1) and "starting Fall 1972" (question number 2). All ten trainees had previous elementary school experience in at least the preceding school year and were continuing at that general level. Four of them were continuing at the same grade level assignment. These four were the prekindergarten, the kindergarten, the level 1, and the level 1/2 teachers. Three of them moved from one level to a combination group which included the level they started with and an adjacent level. Thus level 2 moved to level 2/3; level 3, to level 3/4; and level 5, to level 5/4. Two moved from a combination group to a single level group which was one of the levels of the previous combination. Level 4/3 moved to level 4 and level 5/6 to level 6. Only one teacher trainee changed grade level entirely; she also moved from a single level group (level 4) to a combination group (level 5/6). It therefore appears that in the school year in which they moved to Open Space most of the teachers were continuing to teach at about the same grade level as in the preceding school year.

Question 3 asks whether the respondent had "previous (before Fall 1972) training in Open Space". Nine of the ten responded to this question all saying that they had no previous training in Open Space. Since the teachers had remained at generally the same grade level, the shift to Open Space thus appears to be the big change for them in the period of Cycle V.

Responses to question 4 indicated that nine of the ten teacher trainees had participated in planning Cycle V "in every respect" (6 of them) or in "most of Cycle V" (3 of them). The tenth respondent said that she had participated in planning "none of Cycle V". These responses to question 4 suggest quite strongly that at least part of the third of the primary objectives was achieved. This objective, available in the Program Description of Cycle V (attachment 1) was "to plan and practice procedures for operating an effective Open-Space program". In general, it is a major tenet that participants in Open Space will join in planning it. Thus it is said in the Program Description, "Throughout the training period it is crucial that everyone participate in planning the Open-Space education program. . . "

There was general satisfaction indicated in question 5 which asked about the amount of emphasis (under-emphasized, over-emphasized, and just right) devoted in Cycle V to the aspects of Open Space listed in the Program Description. Sixteen aspects (plus an "other" category) were listed in question 5 for the teacher trainees to express satisfaction about ("just right") or not ("under-emphasized" or over-emphasized"). Additionally the respondent was encouraged to give comments about or examples of each of their responses to the 16 (or 17 if they specified an "other") aspects. No one used the "other" category. No comments or examples were given. In 12 of the 16 aspects listed "just right" was the most frequent response; in 2 of the 16 "under-emphasized" was the largest and in the remaining 2 of the 16 aspects "under-emphasized" and "just right" were equal in the number of teachers who selected those response categories. Thus in all 16 categories relatively few teachers said an aspect was "over-emphasized". In fact zero teachers said "over-emphasized" to 13 of the aspects and the remaining 3 aspects received one vote apiece for "over-emphasized". Three of the aspects received no response from at least one teacher. Three did not respond to Seminars and one each did not respond to Indexing and to Identification of positive behaviors. (It should be noted that five teachers failed to respond to one aspect and five responded to all 16.)

Thus there was general satisfaction indicated in question 5 dealing with the amount of emphasis devoted to Grouping, Seminars, and Diagnosing, Prescribing, Curriculum development, Indexing.

There was also general satisfaction indicated in question 6 which asked, "What changes in attitude, knowledge, skill, belief, or behavior have you observed in yourself and others during Cycle V so far.

All ten teachers gave positive responses. Some examples are as follows: "We do work as a team", "All appear to be leaning toward flexibility", "Have noted the benefits of sharing knowledge, materials and space for the good of the children", and "I think we have learned better how to work closely with our peers in developing a more stable program for the learning abilities of our students". Only one of the teachers included a negative statement (and this was part of a generally positive response). She wrote, "I feel somewhat pushed for time to accomplish or at least begin all of the things that are asked of me."

There seemed to be some dissatisfaction indicated in question 7 in which the teachers said the program needed more supportive services from aides, volunteers, and from administrative personnel such as principals, more supporting teaching materials, and more time to set up an Open-Space program. One respondent questioned the validity of the Open-Space program from the standpoint of benefitting the children academically. As suggested by their responses to question 5 above, teachers requested (in their answers to question 8) more help with behavior modification. They also requested more time to build stations.

When asked in question 9, "What aspects of the Open-Space program at Carver are well-developed for use with your students", the most frequently mentioned aspect was the scheduling. Also mentioned were the reading center and the physical environment. Five of the ten teachers gave little or no response. This set of answers came while the program was still developing. (Note that the training and support for these teachers continued well after Cycle V had "ended".)

In the last question (number 10), eight of the nine responding teachers wanted training in the summer just before the school year starts. One did say that having it during the regular school year permitted visiting other Open-Space programs in session.

The meaning of the above findings from the questionnaire will be presented in the next sections which contain the conclusions and recommendations.

The outside evaluation itself suffers from a lack of pre-measures. It would be useful in some future training programs to obtain from teacher trainees responses to paper and pencil questionnaires and tests which indicate the attitude about and knowledge of Open-Space education. Additionally it would help the evaluator if we knew how much the teacher was using Open-Space techniques in the self-contained classroom.

Conclusions

1. Evidence from the questionnaire responses, from chatting with the teachers, from watching them in seminar and with their students, all indicated that the teacher trainees seemed to have been changed for the better in their knowledge of concepts of teaching and learning which are supported by an Open-Space setting.

2. Similarly, the teacher trainees were provided with practice in the skills necessary to respond to a full range of <u>group</u> and <u>individual</u> student needs. This was seen by them working with materials for the children and with the children themselves.

3. The teacher trainees did plan and practice procedures for operating an effective Open-Space program. This was evidenced by their responses to the questionnaire, to chatting with this evaluator, by

observations of seminars in which plans were being made, and by observing teachers work with the students in the Open-Space environment.

4. Cycle V did, in essence, correspond to the plans in the Program Description and the Program Schedule. A majority of the participants were involved in the planning and carrying out the modifications of the original plans. The evidence for this was from the variety of observations made, especially questionnaire and interview responses. This of course is highly consistent with the spirit of Open-Space education.

5. Parts of the program which the teacher trainees wanted even more emphasis was scheduling and the theory and practice of behavior modification. Both of these topics had been stressed; they just asked for more on the questionnaire and in interview.

Recommendations

At the outset of this report we asked if the three statements from a previous report were still true. Number 1 stated that training teachers by setting up and operating an Open-Space education program with real students in a realistic setting seems to be what the teacher trainees prefer, and what seems to lead to sound educational practice after the training period is over. The first part of this statement may need modifying. That part of the statement seems to be true only if the teacher trainees are not required to choose between attending to a student's current educational needs on the one hand and spending time and effort setting up the Open-Space program on the other. They want more time to teach and also to plan their teaching, especially in a new type of program. If a few more aides were provided in the set-up stage, the teacher trainees would be likely to accept the realism of starting during the Open-Space program during the school year. While the majority of the teacher trainees seemed to be suggesting that the training be done in the Summer, their other responses about aides and materials leads this evaluator to believe that they were put into a conflict about meeting childrens' current needs and meeting programming needs (i.e., children's future needs). The teachers deserve to be quoted from their answers to question 10 which asked them to "Please tell how you liked the way the training program was scheduled". Examples of what some said follow:

"I would have preferred the training program to have been held in the summer. I found the program we had somewhat disruptive to the children as well as the teachers. It is difficult to teach and accomplish the many things that are needed in Open Space".

"Did not like the idea of being taken out of the classroom for one week for this program. I don't feel that one week intensive work and one day seminars covered the types of activities that we would have gotten during the summer. Ours seemed to have been a 'crash' program".

"I felt that we should have been trained before the school year started so that we could start the year off properly instead of starting in the traditional way then switching over to the Open-Space concept".

"I feel that working without the assistance of aides or other assigned personnel involves much more time than a teacher is free to give".

"Need additional help such as aides, parent volunteers".

"I feel that we need more vigorous supportive services".

"Open Space is overwhelming with just classroom teacher. Aides, volunteers are needed. I would prefer training during the summer when I am free of classroom duties. I would have more time to really work to get things together".

My observations of the developing Open-Space program, as the training was phasing out into an ongoing consultation, suggested that the realism referred to in statement No. 1 did lead to sound educational practice. The teacher trainees did struggle through the conflict and were building a quality Open-Space program but not as quickly as they would have desired.

Recommendation 1. Provide more supporting services to teachers who are involved in developing a new program while they continue to be responsible for the day to day activities of a group of students. These services would include aides and volunteers.

Statement No. 2 was supported without qualification. The teacher trainees gave much support to the use of teacher trainers who themselves have had realistic experience setting up and operating an Open-Space education program. The credibility of these teacher trainers was never questioned.

Recommendation 2. Continue using teacher trainers who have had first hand experience setting up and operating an open space program. The use of graduates from such training programs as Cycle V for future Cycles is recommended.

Statement No. 3 was also supported. Again, as with statement No. 1, the principal should not be put into the conflict of choosing between attending to the current needs the school (in this case, <u>two</u> schools!) and attending to participating in the open-space training program. The morale of the teacher trainees was not as high as it might have been because the principal was not able to develop open-space concepts and skills along with the teacher trainees and the children. The open-space educational program seemed to be developing nicely; however, the day to day collaboration with the principal was not always possible as she was forced to attend to her other duties.

During such a training and transition period the principal needs some help to meet this challenge, perhaps an administrative aide.

Recommendation 3. Provide supporting services to principals who are involved in developing a new program such as an Open-Space facility while they continue to be responsible for the day to day activities of a school. These services would include an administrative aide or an assistant or acting principal.

It would be useful to collect pre-training measures on the teacher trainees' attitudes about,; knowledge of, and use of Open-Space concepts in the self-contained classroom.

Recommendation 4. Tests of knowledge of and attitudes about Open-Space concepts which are used as part of the Open-Space training program should be administered to the teacher trainees before the training begins and while they are still in the self-contained classroom. Such tests should be built jointly by those who train and by those who evaluate.

Summary

An outside evaluation of Cycle V of the training Center for Open-Space Schools at Carver Elementary School (October 30, 1972 through December 12, 1972) was conducted. The central question asked was, "Did Training Cycle V accomplish what the staff set out to accomplish"? The evaluation questions were four hypotheses derived from the Program Description of Cycle V which had been written before the start of the training cycle. Variables relevant to these hypotheses were selected for assessment. Review of documents, formal and informal interviews, questionnaires, and direct observations were the main methods used to assess the correspondence between the objectives of Training Cycle V and what it accomplished.

Each hypothesis was considered in turn. First, the participants learned much about concepts of teaching and learning which are supported by an open space setting. Second, the teacher trainees were provided with practice in the skills necessary for responding to group and individual student needs. Third, the teacher trainees certainly did plan and practice procedures for operating an effective Open-Space program. Last, Training Cycle V did largely follow the plan outlined in the program description, modified by input from the participants. Thus the available evidence pointed to the objectives having been achieved. Recommendations to continue most of the practices and to modify some are provided in this final evaluation report. Two changes suggested were that extra support in the form of aides be given participants during the training and transition period and that pre-training measures be constructed jointly by the trainers and the evaluator.

Attachment No. 1

PROGRAM DESCRIPTION

CYCLE V

THE TRAINING CENTER FOR

OPEN-SPACE SCHOOLS

CARVER ELEMENTARY SCHOOL

FALL 1972

The first week of the cycle will be devoted to refining the concepts of Open Space, discussing the training schedule, organizing the facility and diagnosing and prescribing for students. The trainees will design learning stations and centers and participate in a human relations workshop under the direction of visiting consultants.

During the following weeks of the training cycle the participants will be involved in developing and implementing a functional Open-Space program.

OBJECTIVES

The primary objectives of this training cycle are:

- To introduce teachers and administrators to concepts of teaching and learning which are supported by an Open-Space setting.
- To provide practice in the skills necessary to respond to a full range of group and individual student needs.
- To plan and practice procedures for operating an effective Open-Space program.

ORGANIZATION

Throughout the training period it is crucial that everyone participate in planning the Open-Space education program and in adjusting elements of training. However, this is only possible within an overall framework for skills training, grouping, scheduling, and procedures which will ensure that all facets of operating in Open Space are experienced as a whole and coherent process.

GROUPING

During the 4 weeks of training each particpant will practice skills and responsibilities in two areas, as a member of two teams:

Instructional Team: Develops and adapts learning materials, instructs, observes, and evaluates the learning process in the Open-Space setting.

There will be members from each participating school on each instructional team.

Family Team: Diagnoses and prescribes for each child, develops the appropriate schedule, and social activities for each group of children.

Each participant will be a member of a family team with major responsibility to 25-30 children.

SEMINARS

All participants will meet together throughout the cycle with the training center staff and consultants.

The scope of training seminar activities includes:

- Presentation, discussions, and modification of procedures.
  - Organization of space and equipment
  - Indexing materials
  - Scheduling
  - Record keeping and evaluation of pupil progress
- Presentation and discussion of skills.
  - Diagnosing and prescribing
  - Curriculum development - (Learning stations and centers)
  - Management and behaviors in Open Space
    - Behavior Modification
    - Discipline
  - Developing the team process
- Evaluation
  - Training Cycle
  - Course requirements

SKILLS DEVELOPMENT

During the training program, teachers and administrators will be asked to concentrate on developing skills in five areas: diagnosing and prescribing; developing curriculum (adapting materials); scheduling; observing; reinforcing positive behaviors; and developing a team process.

Diagnosing

During planning seminars on diagnosis, teachers will investigate various processes for gathering information on students which will help them to individualize instruction. Since it is assumed that a teacher provides more relevant learning experiences for those children she knows well, teachers will gather information on the students' academic, social, and emotional strengths and weeknesses. They will administer tests, assemble student files, and practice observing student behavior to find out more about the child as an individual learner.

Prescribing

As teachers develop a clear picture of their students, they will begin prescriptive teaching. They will assign a student to the materials, equipment, location, activity, teacher, and peer group most appropriate to his needs. The teacher, herself, will behave prescriptively by responding to each child in a manner that reinforces that child.

Curriculum Development (Developing Learning Stations and Centers)

When teachers have determined what types of materials and activities the children require, they will begin to adapt available curriculum materials and to design new materials. If a programmed text, for example, moves too rapidly for a particular child, the teacher will add supplementary games or materials to the child's prescription. Teacher and students will work together to create, make, and display the materials.

The basic "building block" will be the learning activity. This is a single skill and/or content oriented experience which the student accomplishes independently of the teacher, working alone or with a few others. The learning activities may be designed to teach a skill, apply a skill, or develop concepts in a content area.

Learning activities will be organized by teachers into learning centers, some of which stress subject matter such as Math or Science, while others focus on a special interest, such as space exploration.

Equal emphasis will be given to two aspects of curriculum development:

- Using/adapting existing materials, including new programs,
- Creating learning contexts that utilize raw materials, students' imagination, and neighborhood materials and situations with which the children are familiar.

Teachers will use technological media such as tape cassettes for adapting curriculum materials to an individualized approach. Also, as the training program proceeds, participants will be offered more options from which to choose program content. Individuals will be given time to develop materials that are particularly meaningful to their personal teaching styles.

Indexing

Teachers will also learn to index learning activities by skill area. This index will then be used as an important part of the prescriptive process.

Scheduling

As teachers begin to provide learning activities for individuals and/or small groups, they will utilize a variety of scheduling techniques to match space, personnel, and resources to the individual needs of students. Teachers will gain experience through scheduling activities which will enable them to provide all students with a greater number of choices, and more flexible learning patterns.

Management and Behaviors in Open Space

In order to assist teachers with "classroom" management, trainers will outline the theory behind behavior modification, emphasizing the identification of positive behaviors. Teachers will use a self-evaluation form as a personal guide to practicing positive reinforcement of students' appropriate behavior. Teachers will practice this skill in order to acquire consistency and to enable them to build a variety of positive responses with which they feel comfortable. Prior to practicing the skill, teachers will discuss the appropriate behaviors that should be reinforced. Positive behaviors between peers, both children and adults, in an Open-Space context will be emphasized.

Attachment No. 2

TRAINING SCHEDULE

FOR CYCLE V

THE TRAINING CENTER FOR

OPEN-SPACE SCHOOLS

AT

CARVER ELEMENTARY SCHOOL
45th & LEE STREETS, N.E.

FALL 1972

Marion M. Simons
Supervising Director,
Training Center for
Open-Space Schools

Hattie H. Davis
Educational Research and
Planning Associate,
Training Center for
Open-Space Schools

TRAINING CENTER SCHEDULE

WEEK 1:

Monday, October 30, 1972

A.M.

- Greetings and Welcome ---
- Getting Acquainted
- Pre-Test Questionnaire
- Program Description

COFFEE BREAK

- Objectives of the Training Program
  - Team Planning
  - Diagnosing and Prescribing
  - Scheduling
  - Management and Behaviors in Open Space
  - Record Keeping and Reporting to Parents
- Film: Training Center for Open-Space Schools TCOSS

LUNCH

Discussion of Roles and Responsibilities in Open Space

- Open-Space Team
- Team Leader
- Floor Coordinator/Resource Teacher
- Principal
- Special Subject Teachers
- Supervisor

Planning for Field Trip

Evaluation

Tuesday, October 31, 1972

A.M.

- Field Trip to Open-Space School

P.M.

- Organization of Teams
- The Team Process
- Tour of Open Space
- Shaping the Physical Space, Resources, and Equipment - - - Consultants
  David Huie, Architect
  Brenda Dunson, Architect
  Dept. Building & Grounds

Wednesday, November 1, 1972

A.M.

- Diagnosing and Prescribing
  - Tasks for Diagnosing and Prescribing
  - Tests
  - Student Interest/Background Data
  - Students Learning Styles Checklist
  - Participants Learning Styles Checklist

LUNCH

Wednesday, November 1, 1972 (Continued)

P.M.

Curriculum Development - Learning Stations and Centers

- Overview of Curriculum Development
- Special Interest Guidelines
- Weekly Development Curriculum Development Checklist
- Adapting Test Items --
  - Demonstration - Designing and Constructing a Learning Station
- Organization of Learning

Thursday, November 2, 1972

A.M.

WORKSHOP ON LEARNING CENTERS AND STATIONS - - - - - Consultant, Dr. Jodellano Statom
Administration, Supervision, and Curriculum Dept.
University of Maryland

P.M.

WORKSHOP Continues: STATIONS AND CENTERS

Friday, November 3, 1972

A.M.

HUMAN RELATIONS WORKSHOP - - - - Consultant, J. Joseph McIntyre
Assistant Principal
Farquhar Middle School
Olney, Maryland

P.M.

HUMAN RELATIONS WORKSHOP (Continued)

WEEK 2:

Tuesday, November 7, 1972

A.M.

Techniques of Scheduling

- Overview of Scheduling
- Tasks for Scheduling
- Ongoing Scheduling Procedures
- Prescribing Procedure

P.M.

Types of Schedules

- Master Schedule
- Family Schedule
- Student Schedule

WEEK 3:

Wednesday, November 8, 1972 - P.M.

TECHNIQUES OF MAKING A VARIETY OF SCHEDULES

PRACTICUM: Discussing and Making Schedules

- Ways of Implementing Master Scheduling Procedures
- Making Pupil Schedules

WEEK 3: Wednesday, November 8, 1972 - P.M. (Continued)
Consultants: Thelma Michael - Webb School
Swayzine Pierre - Ketcham School

P.M.

Team Meetings and Planning Scheduling Activities for Children
Edith Smith - Shaed School
Miriam Davis - Shaed School
Swayzine Pierre - Ketcham School

WEEK 3:
Tuesday, November 14, 1972

A.M.

Panel: Record Keeping and Reporting to Parents
- Individual and Group Profiles
- Student Record Folders
- Skill Test Records
- Pupil Progress Records

P.M.

Reporting Pupil Progress to Parents
- The Report Card
- Checklists
- Narratives
- The Conference
- Other Techniques for Reporting

WEEK 4:
Tuesday, November 21, 1972

A.M.

Management and Behaviors in Open Space
- Teacher and Pupil Behaviors
- Discipline
- Role Playing Situations

Film: - Critical Incidents in Teaching

P.M.

- Contingency Management - Lonzena Beale, Whittier School
- Behavior Modification Techniques - Mary McCoy, Weatherless School

WEEK 5:
USE OF MEDIAL FOR EVALUATION
- Shape of the Physical and Learning Environment - - - (Slide Presentation)
- Teaching Skills and Team Planning
- Video-Tape of Individual and Group Behaviors in Open Space
- Student and Teacher Behaviors - - Video Tape

TEAM PLANNING
- Reviewing Progress and Problems
- Making Modifications in the Program

WEEKLY SEMINARS

SEMINARS WILL BE HELD ON TUESDAYS. TEACHER WILL BE PROVIDED WITH RELEASED TIME TO ATTEND SESSIONS.

SEMINAR 1: WORKSHOP IN EDUCATIONAL MEDIA

- Language Masters
- Overhead Projector
- Tape Recorders
- Film Strip machines
- Single Concept Film Projector
- 16 MM Film Projector
- Thermofax Machine
- Carousel Projector
- Rearview Projection Screen

---------- Resource Personnel
Media Center - Twining School

SEMINAR 2: BEHAVIOR MODIFICATION WORKSHOP

- Principles of Behavior Modification
- Motivational Behavior
- Case Studies
- Role Playing and Simulation
- Analysis and Modification of Teacher Behavior
- Guide to Teacher Positive Behavior

Consultant (to be announced)

SEMINAR 3: TRI-WALL WORKSHOP

- Determining Needs for Learning Environment
- Creating Functional Furnishings for Individual and Small Group Activities - - Larry Claiborne, Consultant

SEMINAR 4: TRAINING CENTER EVALUATION

- Objectives
- Individual Response (Questionnaire)
- Oral Evaluation
- Recommendations

Attachment No. 3
Leopold O. Walder
P.O. Box 186
Greenbelt, Md. 20770

Dear Teacher-trainee in D.C. Schools Cycle V program:
Below are a few questions about your experience, observations, and suggestions regarding the Training Center for Open-Space Schools (TCOSS) Cycle V held in the Fall of 1972 at Carver Elementary School. Please use this opportunity to give us feedback on this program. We are not asking thatyou identify yourself. Please feel free to write answers in addition to or instead of any of the response format provided by me.

1. Grade level assignment before Fall 1972: PreK,K,1,1-2,2,3,4-3,4,5,5-6.
2. " " " starting Fall 1972: PreK,K,1,1-2,2-3,3-4,4,5-6, 4-5,6.

3. Previous (before Fall 1972) training in Open Space? Yes 0 No 9
1 No Response

4. Did you participate in planning Cycle V? In every respect 6
Most of Cycle V 3
Some parts of Cycle V: 0
None of Cycle V 1

5. What of the following aspects of Cycle V were under-emphasized, over-emphasized or emphasized the correct amount?

Aspects of Cycle V	Under-emphasized	Just right	Over-emphasized	Comments or examples
I. Grouping				
A. Instructional team	2	8	0	0
B. Family team	0	10	0	0
C. Team work in general (human relations)	2	8	0	0
II. Seminars	3	4	0	3 no response
III. Skills training or development				
A. Diagnosing	3	7	0	0
B. Prescribing	3	7	0	0
C. Curriculum development				
1. Developing learning activities, stations, and centers	4	6	0	0
2. Teachers & students working together	2	7	1	0
3. Using/adapting existing materials	1	9	0	0
4. Creating new materials	2	7	1	0
D. Indexing	2	7	0	1 no response
E. Scheduling	7	3	0	0
F. Management and Behaviors in Open Space				
1. Theory behind behavior modification	5	4	1	0
2. Identification of positive behaviors	2	7	0	1 no response

3. Discussion of positive behaviors

a. behaviors between peers	5	5	0	0
b. between children and adults	5	5	0	0
IV. Other (please specify)	0	0	0	0

6. What changes in attitude, knowledge, skill, belief, or behavior have you observed in yourself or others during Cycle V so far?
   10 POSITIVE RESPONSES
7. What else would you like to tell me about this program, e.g., Realistic? Adequate materials? Helpful colleagues? etc.?
   NEED MORE SUPPORTIVE SERVICES (FROM AIDES, PRINCIPALS, ETC.)
   NEED MORE SUPPORTING MATERIALS
   NEED MORE TIME TO SET UP OPEN-SPACE PROGRAM
   MAY NOT BENEFIT CHILDREN ACADEMICALLY
8. What other experiences would help you in your development?
   MORE ON BEHAVIOR MODIFICATION (F 1 - 3 ABOVE)
   PROOF THAT OS IS BETTER FOR CHILDREN THAN IS SC CLASSROOM
   MORE TIME TO BUILD STATIONS
9. What aspects of the Open-Space program at Carver are well-developed for use with your students?
   3 SCHEDULES
   1 READING CENTER
   1 PHYSICAL ENVIRONMENT
   5 LITTLE OR NO RESPONSE
10. Please tell how you liked the way the training program was scheduled.
   8 WANTED TRAINING IN SUMMER BEFORE YEAR STARTED
   1 SAID IT WAS OK FOR THIS TIME SINCE COULD THEREFORE WATCH OTHER OS PROGRAMS IN SESSION
   1 NO RESPONSE